

**Flandreau School District Improvement/Progress Report Form**

<b>Principle 3: Appropriate Evaluation</b>				
<p><b>Present levels:</b>          A variety of assessment tools and strategies must be used to gather relevant functional and development information about the child, including information provided by the parents, that assists the team in determining whether the child is a child with a disability; and the content of the child's IEP. The monitoring team validated, through file review and staff interviews, that functional assessment was not being utilized for program development of the IEP. In all files reviewed, no documentation of functional assessment was found. Staff did not understand this information was to be used for determining specific skills areas affected by the student's disability, the student's present levels of performance, their progress in the general curriculum or development of measurable annual goals and short term instructional objectives.</p>				
<p><b>Desired Outcome(s):</b>          A variety of assessment tools and strategies are used to gather relevant functional and developmental information including how the child will be involved in and progress in the general education curriculum.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Functional Assessments will be conducted within the 25 day time period and documented in a summary format.</p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress Record date objective is met</b></p>	<p><b>12 month progress Record date objective is met</b></p>
<p>1. What will the district do to improve?          Functional Assessments will be done on all initial and re-evaluations within the 25 day testing time period.</p> <p>What data will be given to OSE to verify this objective?          The SPED staff will report to the OSE, the percentage of files containing functional assessment summaries completed within the 25 day assessment timeline periods on all initial and re-evaluations.</p>	<p>Completed in 12 months</p>	<p>Sped staff by individual case load: Building Level Principals</p>	<p>ON GOING</p>	<p>Met June 04</p>

6 month reporting date 11/16/03  
 12 month reporting date 05/16/04  
 Closed 06/14/04

Approved by SEP

Please explain the data (6 month) There were 5 initial and re-evaluations done during this six month period. Of those 5 completed each IEP demonstrated functional assessments completed during the 25 day testing time period.				
Please explain the data (12 month) There were 38 initial and re-evaluations done during this six month period. Of those all 38 initial and re-evaluations demonstrated functional assessments were completed during the 25 day testing time period.				
2. What will the district do to improve? Functional Assessment Training by Linda Shirley on 11/21/02.  What data will be given to OSE to verify this objective? A statement in the report sent to OSE will indicate the type of presenter, date of training, and who attended the training.	Completed in 12 months	Sped. Staff: PLEC Director	MET	
Please explain the data (6 month) Functional Assessment training was completed by 7 of the 8 Special Education Personnel on 11/21/02. Functional Assessment was again addressed during the 9/25/03 Cooperative Special Education training. 8 of the 8 personnel were in attendance as indicated on the faxed sign in sheet and agenda for this training.				
Please explain the data (12 month)				
3. What will the district do to improve? Information from Functional Assessments will be reflected in present levels of performance on all 3-year reevaluations and initial evaluation.  What data will be given to OSE to verify this objective? A statement in the report sent to OSE will designate the percentage of IEPs having information about functional assessments included on 3-year reevaluations and initial evaluations.	Completed in 12 months	Sped staff by individual case load: Building Level Principals	ON GOING In 12 month report - submit one PLOP page	Met June 04
Please explain the data (6 month) Five initial and re-evaluations were completed during this six month period. Five of the 5 IEPs included information on the PLOP page for all IEPs.				
Please explain the data (12 month) Thirty-eight initial and re-evaluations were completed during this six month period and were reflected on the PLOP page for all the IEPs.				

6 month reporting date 11/16/03  
 12 month reporting date 05/16/04  
 Closed 06/14/04

Approved by SEP

<p>4. What will the district do to improve?          The district will apply the Functional Assessment information to the annual goals and short-term instructional objectives.</p> <p>What data will be given to OSE to verify this objective?          A statement in the report sent to OSE will indicate the percentage of annual goals and short term objectives including the Functional Assessment information in all initial and 3 year re-evaluations.</p>	<p>Completed in 12 months</p>	<p>Sped staff by individual case load:          Building Level Principals</p>	<p>ON GOING          In 12 month report - submit sample goal and objective page</p>	<p>Met          June 04</p>
<p>Please explain the data (6 month)          Five initial and 3 year re-evaluations were completed during this six month time period. Five out of 5 IEPs applied functional assessment information to the annual goals and short-term instructional objectives.</p>				
<p>Please explain the data (12 month)          All 38 initial and 3 year re-evaluations that were completed had functional assessments that were indicated on the annual goals and short term objectives.</p>				

Principle 5: Individualized Education Program				
<p>Present levels:          The required content for an individual education program is an area of needed improvement. The amount of services to be provided must be stated in the IEP, so that the level of the agency's commitment of resources will be clear to parents and other IEP team members. During file reviews, the team found that "as needed" was used to describe the frequency of modifications needed on 12 of 31 IEPs reviewed. Annual goals must describe a skill to accomplish and must be measurable. In 10 files reviewed, the annual goals were not measurable goals that described a specific skill, but rather simply referred to the short-term objectives. For example, "Student will improve math skills by mastering 80% of the following objectives".</p>				
<p>Desired Outcome(s):          The district ensures the IEP contains all required content.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>IEP goals and the frequency of modifications will be stated more specifically and will not include the words "as needed" in all IEPs.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress record date objective is met
<p>What will the district do to improve?          All goals will describe the skill to be accomplished and either the goal or objectives will be measurable in all IEPs.</p> <p>What data will be given to OSE to verify this objective?          A statement in the report sent to OSE indicating the percentages of all IEP goals/objectives that are specific and measurable.</p>	Completed in 12 months	Sped staff by individual case load: Building Level Principals	ON GOING In 12 month report - submit one goal and objectives page	Met June 04

6 month reporting date 11/16/03  
12 month reporting date 05/16/04  
Closed 06/14/04

Approved by SEP

<p>Please explain the data (6 month) Five IEPs were completed during this six month period. Five of the 5 described the skill to be accomplished and either the goal or objectives were completed in measurable terminology in all five.</p>				
<p>Please explain the data (12 month) In all 38 of the IEPs completed with new goals and objectives during this six month period either the goal of objectives were completed in measurable terminology.</p>				
<p>2. What will the district do to improve? The district will not use the term “as needed” or other such general statements when stating the frequency of modifications.</p> <p>What data will be given to OSE to verify this objective? A statement in the report sent to the OSE indicating the percentages of IEP modification pages using frequency.</p>	Completed in 12 months	Sped staff by individual case load: Building level Principals	ON GOING	Met June 04
<p>Please explain the data (6 month) Five IEPs were completed during this six month period. Five of the 5 IEPs did not have the terminology “as needed” used to describe frequency and all five used terminology that was measurable by time periods.</p>				
<p>Please explain the data (12 month) Thirty-eight IEPs were completed during this six month period. All 38 of the IEPs did not have the terminology “as needed” used to describe frequency and all 38 used terminology that was measurable by the time periods.</p>				

Principle 5: Individual Education Program				
<p>Present levels:</p> <p>The steering committee also concluded that the district needs to improve in the area of secondary transition, and the review team agrees with this conclusion. Transition services must be a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities. The services provided could include preparation for postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.</p> <p>During file reviews and interviews conducted, it was found that although students of transition age were assessed in the area of transition, and transition services were planned, the transition services provided were minimal and based more upon regulations than individual needs, strengths, and interests. The team also saw very little documentation concerning the used of community resources and collaboration with outside agencies for transition services.</p>				
<p>Desired Outcome(s):</p> <p>Transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will provide services to transition age students to prepare them for post-school activities.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

6 month reporting date 11/16/03  
 12 month reporting date 05/16/04  
 Closed 06/14/04

Approved by SEP

<p>What will the district do to improve?          The district will invite outside agencies to IEPs based on the student's needs, preferences, and interests.</p> <p>What data will be given to OSE to verify this objective?          A statement in the report sent to OSE indicating the number of students needing transition services and the number of agencies/resources invited and included in the IEPs.</p>	<p>Completed in 12 months</p>	<p>Middle School and High School staff by individual case load: Building level Principals</p>	<p>ON GOING          In 12 month report - submit one transition IEP</p>	<p>Met          June 04</p>
<p>Please explain the data (6 month)          One IEP was completed during this 6 month period for a student who was going to be turning 14. An outside resource agency was invited but did not attend. The student was given a careers assessment and this was noted in the PLOP page of the IEP. Page 3a was completed with student interviewed answers and all Subjects filled in for each year.</p>				
<p>Please explain the data (12 month)          There were sixteen students who would have qualified for the agencies to come to the meeting. All IEPs had in attendance outside agencies invited who did attend.</p>				
<p>What will the district do to improve?          The district will document the use of community resources and collaboration with outside agencies for transition services on the PLOP and the transition pages.</p> <p>What data will be given to OSE to verify this objective?          A statement in the report sent to OSE indicating the number of transition IEPs and the number of IEPs that included documentation of community resources and collaboration with outside agencies during the 12 month period.</p>	<p>Completed in 12 months</p>	<p>Middle School and High School staff by individual case load: Building level Principals</p>	<p>ON GOING          In 12 month report - submit one transition IEP</p>	<p>Met          June 04</p>
<p>Please explain the data (6 month)          One IEP was completed during this 6 month period for a student who was going to be turning 14. The PLOP page indicated the outside resource agency invited and the results of the careers assessment. The Cooperative provided training in Transition to the middle and high school sped teachers during the Sped Training on 9/25/03. The teachers of Flandreau attended the training as noted by the sign in sheet and agenda. More training will be completed by the Cooperative Director to the individual SPED teachers who work with transitions in the IEPs.</p>				

6 month reporting date 11/16/03  
12 month reporting date 05/16/04  
Closed 06/14/04

Approved by SEP

Please explain the data (12 month)

There were sixteen transition IEPs completed during this last 6 months period. The PLOP page indicated the outside resource agency invited and the results of the careers assessment on all of the transition pages.



Principle 6: Least Restrictive Environment				
<p>Present levels:            Although the steering committee identified their preschool as having promising practices under the principle of least restrictive environment, the review team found this to be an area that is out of compliance. There is verbal collaboration with local day cares and a private preschool concerning the services provided; however it was determined through file review and interview that the majority of services provided to preschool children took place in the early childhood special education setting, with the exception of a few speech services. Of 14 preschool files reviewed, 13 children were served in the early childhood special education setting. In interview with the early childhood special educator, it became clear that she was unsure about the requirements for least restrictive environment. For example, on the page in the IEP that addresses least restrictive environment, the location of the special education services was not recorded correctly. Rather, what was recorded was the child's whole day in addition to the special education services. For example, if a child received services only during the preschool session, but also attended a daycare, the least restrictive environment page reflected that the child was in a regular education/early childhood special education setting even though no services were ever provided in a regular setting.</p>				
<p>Desired Outcome(s):            All children receive services in the least restrictive environment with the supports they need for successful participation.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Least restrictive environment will show preschool special education students are being included in general education settings for preschool when it is appropriate.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Training will be provided via DDN to the preschool teacher and the early childhood teachers regarding least restrictive environment What data will be given to OSE to verify this objective? Date of training, agenda, presenter information, as well as a list of those participating will be submitted to the OSE.	October 13, 2003	Preschool special education teacher; Principal	MET	Met June 04

6 month reporting date 11/16/03  
 12 month reporting date 05/16/04  
 Closed 06/14/04

Approved by SEP

Please explain the data (6 month) Both the preschool teacher and speech teacher attended training about early childhood least restrictive environment during the 11-21-02 Cooperative training. The training was arranged by the Cooperative director and the state Sped Staff over the DDN.				
Please explain the data (12 month)				
What will the district do to improve? The IEP team will implement inclusion with other preschool settings when appropriate for the Sped student.  What data will be given to OSE to verify this objective? Data will be sent to the OSE indicating the percentage of students served in other settings than the early childhood special education setting.	Completed in 12 months	Preschool Sped Teacher: Principal	ON GOING	Met June 04
Please explain the data (6 month) The new elementary has the Headstart located in the building. Children who are in the SPED preschool attend general ed preschool 3 times weekly. The SPED and Speech teacher visit the preschool and Headstart monthly to confer and work with children in the classrooms. Progress reports are completed for each preschool sped child monthly and recommendations for changes to strategies are taken into consideration and provided.				
Please explain the data (12 month) Children who are in the SPED preschool have continued to attend general ed preschool 3 times weekly. Most of the children who are in special education preschool are also in the Headstart preschool. The preschool teachers attend the Headstart monthly to confer and work with children in the classrooms. Progress reports continue to be completed for each preschool sped child monthly with recommendations for changes to strategies taken into consideration. The staff also visits the private preschool settings within the community, Brookings and Pipestone monthly students who are in preschool. Please see attached on Preschool				

6 month reporting date 11/16/03  
 12 month reporting date 05/16/04  
 Closed 06/14/04

Approved by SEP

<p>3. What will the district do to improve?</p> <p>The IEP teams will document on all preschool IEPs that the decision regarding educational placement started with the least restrictive environment. The team will then utilize the accept/reject method, justifying why each child cannot be served in the least restrictive environment before moving to a more restrictive environment for placement. The special education director will check all preschool IEPs for compliance to this procedure.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Number of IEPs checked, number of IEPs that documented the correct placement procedure.</p>	<p>Completed in 12 months</p>	<p>Preschool Sped Teacher: Principal</p>	<p>ON GOING</p>	<p>Met June 04</p>
<p>Please explain the data (6 month)</p> <p>5 of the 8 students attend regular preschool 3 times a week. All preschool IEPs were checked to see if the least restrictive placement procedure was correctly used and that the justification for the placement was valid. Eight out of 8 IEPs were correct.</p>				
<p>Please explain the data (12 month)</p> <p>Ten students attend a regular preschool 3 times a week. All preschool IEPs were checked to see if the least restrictive placement procedure was correctly used and that the justification for the placement was valid. Ten out of the 10 were correct.</p>				